

## Beginning with Fiction



### Lesson Preparation

Daily Lesson 14	WRITING	
	TEKS	Ongoing TEKS
	E1.13C E1.14A E1.17Aiii	
<b>Key Understandings and Guiding Questions</b>	<ul style="list-style-type: none"> <li>Literary techniques are used to heighten interest, appeal to an audience, and effectively communicate a message.</li> </ul> <p>— How can you apply more details and depth to your writing?</p> <ul style="list-style-type: none"> <li>Authors use conventions of written language to communicate clearly and effectively.</li> </ul> <p>— What do good grammar skills allow both an effective reader and writer to do?</p>	
<b>Vocabulary of Instruction</b>	<ul style="list-style-type: none"> <li>Reciprocal pronoun</li> <li>Revise</li> </ul>	
<b>Materials</b>	<ul style="list-style-type: none"> <li>Teacher Writer's Notebook (1)</li> <li>Writer's Notebook (1 per student)</li> <li>Writing Folder (1 per student)</li> <li>Chart paper (if applicable)</li> </ul>	
<b>Attachments and Resources</b>	<ul style="list-style-type: none"> <li>Teacher Resource: <b>English 1 Unit 01 Reading Appetizer</b> (1)</li> </ul>	
<b>Advance Preparation</b>	<ol style="list-style-type: none"> <li>Prepare to display visuals as appropriate.</li> <li>Create a sentence that calls for additional details. Example: My vacation was amazing.</li> <li>The focus of <b>Conventions Practice</b> during this <b>Instructional Routine</b> is Reciprocal Pronouns. Prepare accordingly.</li> <li>Refer to Teacher Resource: <b>English 1 Unit 01 Reading Appetizer</b>. Prepare accordingly.</li> </ol>	
<b>Background Information</b>	Reciprocal pronoun - <b>a pronoun expressing a mutual relationship (e.g., <i>each other</i> and <i>one another</i>).</b>	

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	<p>“Each other” is used when the group consists of just two people, animals, or things. (e.g., The man and the woman gave each other a gift.)</p> <p>“One another” is used when the group consists of more than two people, animals, or things. (e.g., The students work with one another in the classroom.)</p> <p>This Instructional Routine partially assesses Performance Indicator: “<i>Use the writing process and conventions of language to write an engaging story using a range of literary strategies and devices to enhance the plot.</i>”</p>
Teacher Notes	

## Instructional Routines

Daily Lesson 14	WRITING
<b>Duration and Objective</b>	Suggested Duration: 50-60 min.  <u>Content Objective</u> : Students revise drafts of engaging stories by adding details.
<b>Mini Lesson</b>	<ol style="list-style-type: none"> <li>1. Reading Appetizer</li> <li>2. Discuss reciprocal pronouns and instruct students to record a definition in the <b>Conventions Practice</b> section of the Writer's Notebook. As a class, generate examples and discuss reciprocal pronouns' impact in a writing piece.</li> <li>3. Review the purpose and importance of revising drafts of writing. Explain that during revision, the focus is on the content of the writing piece – changing, adding, or deleting words, phrases or sentences to clarify and/or enhance meaning. Stress that revision is the key to effective writing.</li> <li>4. Ask: <b>What's the difference between having your car washed and having it detailed?</b> Discuss responses. Explain that this concept also applies to writing. Adding details makes writing more interesting and engaging. Remind students: <i>Show, don't tell.</i></li> <li>5. Display the sentence created to begin a paragraph. Ask: <b>What details can we add to show the reader?</b> <b>Think Aloud</b> questions that could be asked to add detail to the writing.</li> <li>6. Review Performance Indicator: <i>"Use the writing process and conventions of language to write an engaging story using a range of literary strategies and devices to enhance the plot."</i></li> <li>7. Display the teacher draft and model adding detail to selected sections. When applicable, focus on conflict development, dialogue and descriptions of your characters and other literary techniques being employed.</li> </ol>
<b>Learning Applications</b>	<ol style="list-style-type: none"> <li>1. Students revise drafts to add details to the conflict development, to the dialogue and character descriptions, and to the literary techniques they have included in the stories.</li> <li>2. Confer with as many students as possible to provide targeted instruction based on individual needs.</li> </ol>
<b>Closure</b>	<ol style="list-style-type: none"> <li>1. Invite student volunteers to share where details were added to clarify or enhance their piece.</li> </ol>